

Pedagogy of School Subject - History
Paper 7 -2

Module I History & Political Science as a social science discipline

Unit I - Understanding History

- Nature of history, Historical thinking concepts(big six - Peter Seixas & Morton),
- Objectives of teaching history & political science at secondary level.
- Correlation of history & Political Science: Internal and external.(literature, science, mathematics, geography, economics, craft)

Nature of History

- A study of the present in the light of the past
- History is the study of man
- It's a reconstruction of the past
- History is dynamic
- History is concerned with man in time
- History is concerned with man in space
- History is Objective & scientific record of events
- Multisided
- History is continuous - past is connected to progressively emerging future ends.
- Continuity and coherence are the necessary requisites of history
- Relevant - to present life
- Comprehensiveness

Historical Thinking – Seixas & Morton

- Historical thinking — like scientific thinking in science instruction and mathematical thinking in math instruction — is central to history instruction and that students should become more competent as historical thinkers as they progress through their schooling.
- A framework of six historical thinking concepts was developed to provide a way of communicating complex ideas to a broad and varied audience of potential users.

Six historical thinking skills – Concept & Process

- **Students should be able to :**
- Establish *historical significance* -
- Use *primary source evidence*
- Identify *continuity and change*
- Analyze *cause and consequence*
- Take *historical perspectives*, and
- Understand the *ethical dimension* of historical interpretations.

Establish *historical significance*

- The past is everything that ever happened to anyone anywhere. There is much too much history to remember all of it. So how do we make choices

about what is worth remembering? Significant events include those that resulted in great change over long periods of time for large numbers of people.

- How do we train our students to do this? Illustrations. Identify in Indian history events that have had a significant impact. Ask them why they think so.

Use *primary source evidence*

- Letters, documents, records, diaries, drawings, newspaper accounts and other bits and pieces left behind by those who have passed on — are treasures to the historian. These are primary sources that can give up the secrets of life in the past. Historians learn to read these sources.
- Reading a source for evidence demands a different approach than reading a source for information.

Continuity and Change

- Students sometimes misunderstand history as a list of events. Once they start to understand history as a complex mix of continuity and change, they reach a fundamentally different sense of the past.

Analyze Cause and consequence

- In examining both tragedies and accomplishments in the past, we are usually interested in the questions of how and why. These questions start the search for causes: what were the actions, beliefs, and circumstances that led to these consequences?

Historical Perspectives

- Taking historical perspective means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past.
- At any one point, different historical actors may have acted on the basis of conflicting beliefs and ideologies, so understanding diverse perspectives is also a key to historical perspective-taking. Taking historical perspective demands comprehension of the vast differences between us in the present and those in the past.

Ethical dimensions

- Ethical dimensions are always a part of historical thinking. We always wonder whether the bomb attack on Japan can ever be justified?
- Are we obligated to remember the caste system and its bad effects?
- What are we to think of Hitler's killing of the Jews?
- In other words, what responsibilities do historical crimes and sacrifices impose upon us today?
- These questions are one part of the ethical dimension of history. Another part has to do with the ethical judgments we make about historical actions. This creates a difficult paradox. Taking historical perspective demands that we understand the differences between our ethical universe and those of bygone societies.
- We should expect to learn something from the past that helps us to face the ethical issues of today.

Unit Two Constructing History

- **Difference between facts and opinions & arguments. Multiperspectivity vs Monoperspectivity in understanding History**
- **Evidence based interpretation: difference between primary source and secondary source, the 6 C's of source analysis, importance of source analysis.**
- **Collingwood's approach to reconstructing the past through historical imagination**

Difference between facts and opinions & arguments

- A fact is a statement that can be proven true or false. A **fact** indicates what happened, who was involved, and when it occurred
- **Opinion:** explains how or why something happened .
- **FACTS**
- Accepted universally
- Have data to back up
- Historical evidence is found
- Can be observed and tested
- Everyone agrees
- Egs: India got independence from British in 1947
- Hitler was Chancellor of Germany
- **OPINION**
- Subjective
- Cannot be always proved
- Personal
- All may not agree
- Egs: If Hitler was not the Chancellor of Germany, second world war would not have occurred.
- King XYZ is a great ruler

Historical argument

- In History, an argument is collecting information about the past and presenting it in an organized way.
- Begins with a question, is supported by claims which in turn are supported by evidence
- A reasonable and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence

Multiperspectivity vs Monoperspectivity in History

- Monoperspectivity is a one-sided view. It means placing before the learners just one opinion about a person, an event or a concept.
- Multiperspectivity is a way of viewing (or a predisposition to view) historical events, personalities, developments, cultures and societies from different perspectives Eg: partition of Bengal needs to be examined from various perspectives

Why is multiperspectivity necessary in a History class

- For a truly democratic society

- In order to give students an understanding of the world they live in, history teaching needs to be inclusive and it needs to include different perspectives.
- There is no single one truth ...History by nature is complex
- Develop critical thinking
- Using multiperspectivity makes history teaching more dynamic, challenging, and motivating for students and has the long term consequence of educating generations for peace, tolerance, and democracy.
- It develops the capacity to think critically, process information, take decisions, and cooperate, while students are prepared to form their own judgments and opinions.
- The use of multiperspectivity by teachers and students implies a decentering of the educational approach, with the aim of making students aware of the many possible different points of view regarding a given event in history.

b. Evidence based interpretation: difference between primary source and secondary source, the 6 C's of source analysis, importance of source analysis.

- Primary Source: A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event .Eg :news footage of an event
- Secondary source: A secondary source is a document or recording that relates or discusses information originally presented elsewhere. Secondary sources involve generalization, analysis, synthesis, interpretation, or evaluation of the original information. Eg: article written about an event by a non eye witness

6 Cs of analysing Sources

CONTENT

What does the source contain

CITATION

Who created the source and when?

COMMUNICATION

Why was it created?

Was there a bias in creation?

Who is it intended for?

CONTEXT

What was the background when the source was made?

CONNECTION

How does the source add to what you already know of that time?

CONCLUSION

What are your conclusions made from the source?

Importance of source analysis

- Source Analysis promotes construction of historical knowledge. Knowledge is not doled out by the teacher or textbook but is constructed by the learner himself and hence it becomes a learner centric approach.

- This construction of knowledge takes into account multiple facets of the source such as content, context and citation. The learner learns to use authentic sources to construct history. The source is not taken at face value rather it is examined through a critical lens and hence objectivity is promoted.
- Use of source analysis helps to cultivate a research bent of mind. One formulates research questions and tries to reach a conclusion based on what one identifies and interprets from the source.

Collingwood's approach to reconstructing the past through historical imagination

- Collingwood's approach opposes the 19th century positivist or scientific approach to constructing knowledge.
- Scientific method is suitable for physical sciences but not so for History.
- A historian cannot actually observe events as they took place, hence Collingwood claimed that historians must use their imagination to reconstruct and understand the past.
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Re Enactment

- To understand a human action of the past, historians need to re think the thoughts of the people involved.
- For this re thinking, one needs to examine relics, read documents related to the event and visualize the situation as it was seen by the author of the document
- We not only follow the thoughts of the personality involved but also follow his/her thought process
- Eg: Gandhiji's experiences in South Africa that led to the concept of satyagraha

Interpolation

- It is necessary to interpolate between the statements in a document, interpolate between what was said and what was implied
- Eg: when Gandhiji broke the Salt Act, Sarojini Naidu hailed him as a 'law breaker'. It is necessary to understand that 'law breaker' here does not imply a criminal action but it refers to someone who breaks unjust laws. This interpretation comes only through historical imagination.

Interrogation

- Critical questioning just like a lawyer
- take into account the biases of the document's author
- corroborate statements with other historical evidence,
- judge whether the evidence makes sense in the context of the historical construction being imagined.

Significance of Collingwood's approach

- Helps to enter the minds of the personalities
- causes a shift from 'history as a record of past events' to 'history as a record of human experiences'

- Empathizes with the personalities and people (eg we can feel the situation of the 17th century women when we read about sati)
- Collingwood describes historical events as having an inside and an outside. The outside is what has been recorded about the event. But the inside of the event is what the thoughts and motives of the involved people are. To truly understand and appreciate history, learners must get to the inside of the event and this can be done through Collingwood's approach.
- History of the past often triggers the happenings of the present. If the past history is constructed using biased opinions or it has been constructed by not examining a source objectively, it will portray a wrong picture and this can affect present events. Hence Collingwood's approach ensures look at events through multiple perspectives and through a critical lens.

Module 2- Unit 3

PEDAGOGIES OF TEACHING HISTORY AND POLITICAL SCIENCE (PROCESS, MERITS AND LIMITATIONS)

Lecture Cum Discussion Method

- ✘ It is a time honored method of teaching. It involves the combination of explanation of the content by the teacher and incorporates the free exchange of ideas and opinions between the students and teacher in the classroom.

Procedure

- ✘ It includes three stages:
- ✘ Planning
- ✘ Presentation
- ✘ Evaluation

Merits

- ✘ Economical
- ✘ Time saving
- ✘ Stimulates students thinking ,motivates them.
- ✘ Better scope for clarification.
- ✘ Personal contact
- ✘ Flexibility
- ✘ Training in listening and developing good audience habits
- ✘ Provides opportunities for students to speak their ideas, ask questions etc.

Demerits

- ✘ Tendency for teacher centric classroom
- ✘ Does not consider individual differences
- ✘ Average students will not be able to focus attention throughout
- ✘ Monotonous
- ✘ Discussions may go offtrack
- ✘ May lead to unnecessary arguments

Project Based Learning:

A project is a purposeful activity which involves creative and constructive ideas carried out in a natural setting through which solutions to various problems are found.

Procedure:

- Providing a Situation.
- Choosing
- Planning
- Executing
- Evaluating
- Recording Merits:
- Based on laws of learning
- Related to life
- Correlates all the subjects
- Training for democratic way of life
- Dignity of labour
- Character building
- Problem solving

De-Merits:

- All topics cannot be dealt with through this method.
- Wrong selection of topic
- Neglect of drill work.
- It is time consuming and expensive.
- Not suitable for all age groups.
- All may not contribute with their efforts. Co-operative Pedagogy

Think-Pair-Share (TPS)

is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading.

This technique requires students to

(1) think individually about a topic or answer to a question

(2) share ideas with classmates.

Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

Decide on how to organize students into pairs.

Pose a discussion topic or pose a question.

Give students at least 10 seconds to think on their own. (“think time”).

Ask students to pair with a partner and share their thinking.

Call on a few students to share their ideas with the rest of the class. Hints

and Management Ideas

Pre-assign partners. Rather than waiting until the discussion time,

indicate in advance who students’ partners will be. Otherwise, the focus may become one of finding a partner rather than of thinking about the topic at hand.

Change partners. Students should be given an opportunity to think with a variety of partners.

Give “think time”.

Monitor the discussions. It is important to listen to some of the discussions so that common misconceptions can be addressed and unique ideas shared with the whole group.

Buzz Group

- Buzz groups are teams of 4-5 students formed quickly and impromptu to answer questions related to the content to be learnt.
- Each group can discuss one or more questions and all groups can discuss same or different questions.
- Informal discussion students need not arrive at consensus.
- Simply exchange of ideas take place.

Unit- IV- Learning resources [uses and importance]

Audio-Visual Aids-

Webster's Encyclopaedia Unabridged Dictionary of the English Language, defines Audio-Visual Aids as

“training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc used in classroom instructions, library collections or the likes”.

Television: Widely used as educational tools 1950s

Three general approaches to the use of TV broadcasting in education

Direct class teaching

School broadcasting

General educational programming over community, national and

international stations which

provide general and

informal educational opportunities

Films: can be a powerful educational tool which can stimulate inquiry, thinking and ideas.

- Impacts on the viewer as they engage the senses and emotions influential in moulding popular understanding of the past 'actualizing the past'
- Teachers can use film not only as a mechanism of narrative engagement but also as a vehicle for teaching deep understanding about historical knowledge and the nature of the discipline
- Film is a leveller – children can relate to it no matter what their family background or learning abilities.
- Teachers may not have the time or confidence to use film effectively in lessons so training and support are important.

- Film can be a gateway to exploring complex ideas and open children's eyes to other ways of looking at the world. Young people are increasingly visually literate and the curriculum needs to reflect this.

Documentary: is a recording of an event, generally based on people's perspectives and/or genuine facts

- “Creative treatment of actuality” John Grierson

- Documentaries are not just about facts but facts are used to create socially critical arguments inviting the audience to draw conclusions about topics and issues

Maps:

A map is an accurate representation on a plane surface in the form of a diagram drawn to scale with suitable colour schemes.

Map is one of the most valuable documents for the students of history

It is the universally accepted symbol for the presentation of space concept.
Deals with the two most important concepts in history definite place and at a fixed time

Models:

Models are three dimensional concrete replicas or recognizable imitation of real things

Provides excellent basis for understanding the operations

It builds a conceptual framework.

Timeline:

A timeline is a way of displaying a list of events in chronological order, sometimes described as a project artifact. It is typically a graphic design showing a long bar labelled with dates alongside itself and usually events labelled on points where they would have happened.

The time of occurrence is very significant to historical happenings. The essence of the concept of time in history is the sense of sequence and distance before or after. One of the most difficult problem in teaching of history is to develop in the pupils the concept of time. Time can be represented by a horizontal or vertical line and the happenings are fixed on it according to their dates of occurrence.

Artifacts:

They are here to tell us about our past, and there is no better way to do this than by studying them

An object produced or shaped by human craft, especially a tool, weapon, or ornament of archaeological or historical interest

It helps in exploration, creativity and develop historical questions, identify evidence, points of view, and bias; and construct narratives.

The opportunity to handle and use physical artifacts stimulates curiosity about "things that work," and engages children's natural inclinations to be active and involved in their learning.

Collaborative effort is productive in building understanding. Students learn that by observing carefully and putting their observations together they know quite a lot.

Print Media: Magazine, news papers, archives

MAGAZINE

Magazines are actually a valuable teaching tool and can be used multiple times for different activities.

They are the 'real world's textbooks'.

They allow students to educate themselves on current issues and allow the teacher to draw clear and concise lines between the past, present, and future.

The media today has the capability to inform students how history affects them and why it is so crucial.

Comprehension and appreciation of the articles will be a direct result of seeing and experiencing the links between history and current issues and thus gaining a new perspective on how history directly affects them

NEWS PAPERS

“Social studies programs should reflect the changing nature of knowledge, fostering entirely new and highly integrated approaches to resolving issues of significance to humanity” Sumrall & Schillinger

Using news paper in the classroom is fulfilling that request and appealing students at the same time.

It may also help the history teacher in reducing the boredom and disinterest in history

It allows students to form a link between historical concepts and modern issues, and also helps them to become more informed citizens and active and avid readers.

ARCHIVES

A collection of historical documents or records providing information about a place, institution, or group of people.

Documents--diaries, letters, drawings, and memoirs--created by those who participated in or witnessed the events of the past tell us something that even the best-written article or book cannot convey.

It exposes students to important historical concepts where they learn to evaluate evidence, acquire insight into the basis on which historical arguments are developed.

Students become aware that all written history reflects an author's interpretation of past events.

Students read a historical account, they can recognize its subjective nature and they develop important analytical skills.